

ARTICLE 4. SPECIAL EDUCATION

R7-2-401. Special Education Standards for Public Agencies Providing Educational Services

A. For the purposes of this Article, the Individuals with Disabilities Education Act Amendments of ~~1997~~ 2004 (IDEA), 20 USC 1400 et seq. ~~as reauthorized on June 4, 1997,~~ and the IDEA ~~1997~~ regulations, 34 CFR 300.4 through ~~300.756~~ 300.818 ~~effective March 1999,~~ are incorporated herein by reference. Copies of the incorporated material can be obtained from the U.S. Government Printing Office, Superintendent of Documents, P.O. Box 37195-7954, Pittsburgh, PA 15250 or the Arizona Department of Education, Exceptional Student Services, 1535 West Jefferson, Phoenix, Arizona 85007. This Article does not include any later amendments or additions to IDEA or IDEA regulations.

B. Definitions. All terms defined in the regulations for the Individuals with Disabilities Education Act (IDEA) ~~1997~~ Amendments (34 CFR 300.4 through ~~300.30~~ 300.44, and 300.504) and A.R.S. § 15-761 are applicable, with the following additions:

1. "Accommodations" means the provisions made to allow a student to access and demonstrate learning. Accommodations do not substantially change the instructional level, the content or the performance criteria, but are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall not alter the content of the curriculum or a test, or provide inappropriate assistance to the student within the context of the test.
2. "Adaptations" means changes made to the environment, curriculum, and instruction or assessment practices in order for a student to be a successful learner. Adaptations include accommodations and modifications. Adaptations are based on an individual student's strengths and needs.
3. "Administrator" means the chief administrative official or designee (responsible for special education services) of a public education agency.
4. "Audiologist" means a person who specializes in the identification and prevention of hearing problems and in the non-medical rehabilitation of those who have hearing impairments and who is licensed to practice audiology according to A.R.S. Title 36, Chapter 17, Article 4.
5. "Boundaries of responsibility" means for:
 - a. A school district, the geographical area within the legally designated boundaries.
 - b. A public agency other than a school district, the population of students enrolled in a charter school or receiving educational services from a public agency.
6. "Certified school psychologist" means a person holding a certificate from the Arizona State Board of Education issued pursuant to 7 A.A.C. 2, Article 6, in the area of school psychology.

- ~~7. "Certified speech/language therapist"~~ Speech-language pathologist means a person holding a license ~~certificate~~ from the Arizona Department of Health Services as a speech-language pathologist ~~State Board of Education~~ issued pursuant to A.R.S. Title 36, Chapter 17, Article 4. A certificate issued by the Arizona State Board of Education pursuant to 7 A.A.C. 2, Article 6, is required. 7 A.A.C. 2, Article 6, and a license from the Arizona Department of Health Services as a speech/language pathologist in accordance with A.R.S. Title 36, Chapter 17, Article 4.
- ~~8.~~ Speech-language technician means a person holding a certificate from the Arizona State Board of Education issued pursuant to 7 A.A.C. 2, Article 6, and a limited license from the Arizona Department of Health Services as a speech-language pathologist in accordance with A.R.S. Title 36, Chapter 17, Article 4.
- ~~9.-8.~~ "Department" means the Arizona Department of Education.
- ~~10.-9.~~ "Doctor of medicine" means a person holding a license to practice medicine pursuant to Chapter 13 (medical doctor) or Chapter 17 (doctor of osteopathy) of Title 32, Arizona Revised Statutes.
- ~~11.-10.~~ "Exceptional Student Services Division" or "ESS" means the Exceptional Student Services Division of the Arizona Department of Education.
- ~~12.-11.~~ "Evaluator" means a qualified person in a field relevant to the child's disability who administers specific and individualized assessment for the purpose of special education evaluation and placement.
- ~~13.-12.~~ "Full and individual evaluation" means procedures used in accordance with the IDEA to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. This evaluation includes:
- a. A review of existing information about the child; and
 - b. A decision regarding the need for additional information; and
 - c. If necessary, the collection of additional information; and
 - d. A review of all information about the child and a determination of eligibility for special education services and needs of the child.
- ~~14.-13.~~ "Independent educational evaluation" means an evaluation conducted by a qualified evaluator who is not employed by the public education agency responsible for the education of the child in question.
- ~~15.-14.~~ "Interpreter" means a person trained to translate orally or in sign language in matters pertaining to special education identification, evaluation, placement, the provision of FAPE, or assurance of procedural safeguards for parents and students who converse in a language other than spoken English. Each student's IEP team determines the level of interpreter skill necessary for the provision of FAPE.
- ~~16.-15.~~ "Language in which the student is proficient" means all languages including sign language systems.

- ~~17. 46.~~ "Licensed psychologist" means a person holding a license from the state of Arizona Board of Psychologist examiners in accordance with A.R.S. Title 32, Chapter 19.1, Article 2.
- ~~18. 47.~~ "Modifications" means substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.
- ~~19. 48.~~ "Paraeducator" means a person employed to assist with the education of students but who is not certified to teach by the Arizona Department of Education. Alternate terms may include paraprofessional, teacher aide, instructional assistant or other similar titles.
- ~~20. 49.~~ "Private school" means any nonpublic educational institution where academic instruction is provided, including nonsectarian and parochial schools, that are not under the jurisdiction of the state or a public education agency.
- ~~21. 20.~~ "Private special education school" means a private school that is established to serve primarily students with disabilities. The school may also serve students without disabilities.
- ~~22. 21.~~ "Psychiatrist" means a doctor of medicine who specializes in the study, diagnosis, treatment and prevention of mental disorders.
- ~~23. 22.~~ "Public education agency" or "PEA" means a school district, charter school, accommodation school, state supported institution, or other political subdivision of the state that is responsible for providing education to children with disabilities.
- ~~24. 23.~~ "Screening" means an informal or formal process of determining the status of a child with respect to appropriate developmental and academic norms. Screening may include observations, family interviews, review of medical, developmental, or education records, or the administration of specific instruments identified by the test publisher as appropriate for use as screening tools.
- ~~25. 24.~~ "Special education teacher" means a teacher holding a special education certificate from the Arizona Department of Education.
- ~~26. 25.~~ "Suspension" means a disciplinary removal from a child's current placement that results in a failure to provide services to the extent necessary to enable the child to progress appropriately in the general curriculum and advance toward achieving the goals set out in the child's IEP. The term does not include disciplinary actions or changes in placement through the IEP process if the child continues to receive the services described above. The term does include actions such as "in-school" and "going home for the rest of the day" removals if the child does not receive the services described above.

R7-2-610. Special Education Teaching Certificates

~~M. Provisional Speech and Language Impaired Certificate—grades K-12.~~

- ~~1. This certificate is valid for two years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).~~
- ~~2. The requirements are:~~
 - ~~a. A Bachelor's degree;~~
 - ~~b. One of the following:~~
 - ~~i. Completion of a teacher preparation program in speech and language special education from an accredited institution; or~~
 - ~~ii. Forty five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 30 semester hours of special education courses for the speech impaired. Special education courses shall include survey of exceptional students, teaching methodologies for students with speech impairment, foundations of instruction of students with speech impairment, diagnostic and assessment procedures for the speech impaired, and a minimum of 200 clock hours of supervised clinical practice in providing speech and language impairment services. All clinical practice clock hours shall be supervised by an American Speech and Language Association-certified pathologist or by a state-certified speech and language therapist; or~~
 - ~~iii. A valid Speech and Language Impaired special education certificate from another state.~~
 - ~~c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment;~~
 - ~~d. A passing score on the speech and language impaired special education portion of the Arizona Teacher Proficiency Assessment; and~~
 - ~~e. A valid Class 1 or Class 2 fingerprint clearance card.~~

~~N. Standard Speech and Language Impaired Certificate—grades K-12.~~

- ~~1. The certificate is valid for six years.~~
- ~~2. The requirements are:~~
 - ~~a. Qualification for the provisional speech and language impaired certificate;~~
 - ~~b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment; and~~
 - ~~c. A valid Class 1 or Class 2 fingerprint clearance card.~~

R7-2-615. Other Professional Certificates

E. Speech-Language Pathologist Certificate – grades Prekindergarten – 12

1. The speech-language pathologist certificate is required for school-based speech-language pathologists.
2. The certificate is valid for six years and may be renewed with the completion of a minimum of 60 clock hours of relevant professional development in the field of speech pathology, or professional development in the areas of articulation, voice, fluency, language, low incidence disabilities, curriculum and instruction, professional issues and ethics, or service delivery models.
3. The requirements are:
 - a. A Master's or more advanced degree, from an accredited institution, in speech pathology or communication disorders;
 - b. A minimum of 250 clinical clock hours supervised by a university or a speech-language pathologist with a certificate of clinical competence;

- c. A certificate of clinical competence, or a passing score on the national exam, or a passing score on the speech and language impaired special education portion of the Arizona Teacher Proficiency Assessment; and
- d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

F. Speech-Language Technician – grades Prekindergarten – 12

- 1. The speech-language technician certificate is required for school-based speech-language professionals.
- 2. The certificate is valid for six years and may be renewed with the completion of a minimum of 180 clock hours of graduate level coursework in the field of speech pathology, or professional development in the areas of articulation, voice, fluency, language disorders, low incidence disabilities, professional issues and ethics, or service delivery models.
- 3. The requirements are:
 - a. A Bachelor's degree from an accredited program in Speech-Language Pathology, Speech-Hearing Sciences, or Communication Disorders;
 - b. A minimum of 50 hours of university supervised observation;
 - c. A minimum of 150 university clinical clock hours, or 150 clock hours supervised by a Master's level licensed speech-language pathologist, or two years experience as a school speech-language therapist or technician;
 - d. A passing score on the speech and language impaired special education portion of the Arizona Teacher Proficiency Assessment; and
- d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.